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ABSTRACT

This unit for sixth-grade students provides a fuller understanding of Julius Caesar's significance. Before students delve into the sample topic, they need an understanding of Roman values, lore, republican ideals, and structure of early Roman history. The first few activities in this lesson are to be taught prior to beginning the actual study of Caesar. The course model demonstrates how learning can be cumulative, leading toward a clearer understanding of later historical and cultural events. Topics are: history and geography of the Roman republic and Roman Empire, including Julius Caesar and the Pax Romana; rise, spread, and basic tenets of Christianity, selections from the Christian Bible; legacy of Rome such as the arts and philosophy; selective review of civilizations studied; and inheritance from Rome and Christianity. This lesson discusses the uses and significance of the topic; presentation and activities ("Beginning the Topic"; "Developing the Topic"; "Culminating the Topic"); provides activities for other topics; provides extended and correlated activities, contains a 35-item list of resources for the sample topic; a list of general resources for student and teacher use; and visual and performing arts resources. Appended are "The Story of Firmus" and "Julius Caesar, the First Emperor of Rome." Suggested time for lesson implementation is eight weeks. (BT)

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CALIFORNIA History-Social Science
Course Models

East Meets West: Rome

Grade 6 Model Lesson for Unit V

Edited by Dr. Michelle Zachlod

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East Meets West: Rome

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Unit V

East Meets West: Rome

Suggested Time for the Unit: 8 weeks

Topics in Unit V:	**Suggested Time:**
■ History and geography of the Roman Republic and Roman Empire, including Julius Caesar and the Pax Romana	15 class periods
■ The rise, spread, and basic tenets of Christianity; selections from the Christian Bible	14 class periods
■ The legacy of Rome in the arts architecture, engineering, religion, philosophy, and law	6 class periods
■ Selective review of civilizations studied; what we inherited from Rome and Christianity	5 class periods

Sample Topic:	**Suggested Time for the Topic:**
The reign and death of Julius Caesar and aspects of the fall of the Roman republic	3-4 class periods

Uses and Significance of the Topic

Note: A bibliography with annotations of the works cited in this unit is found in the resources section at the end of the unit.
Teachers should select the most vital topics for the unit and estimate the amount of time necessary to convey the most essential learnings.

The topic of Julius Caesar follows the study of the Roman republic, its origins, institutions, imperial expansion, economic and social situations, and physical geography. This background will help students understand the factors that led to Caesar's rise and fall and to the eventual establishment of an imperial system of government. Students' grasp of chronology will be aided if they are able to recall Caesar as a pivotal figure in the change from republic to empire.

The topic dramatizes and personalizes, in the study of one man's spectacular career, the forces behind this change. It demonstrates the fateful importance of individuals in history, but also explains how the individual's power to change things depends on the combination of many deeper, older forces at work in his time. Students will see in Caesar's time the seeds of many of the problems blamed for the decline and fall of Rome several centuries later. Caesar's insistence on total control over Rome's destiny was based, at least in part, on the belief that Rome needed strong, farsighted leadership and could no longer tolerate the slow decision-making process of a self-serving Senate. Rome could hardly afford to pay nominal tribute to the pride of an outdated aristocracy. It could no longer ignore the needs of growing numbers of the poor and landless. Nor could it rest on the laurels of its empire while barbarians pounded away at the frontiers.

Teachers should help students see how an anxiety-causing controversy played out between the ideals of republican government and old Roman virtues on one hand and the desperate need for order during a time of turmoil and travail on the other. Students should begin to understand the challenge in assessing Caesar solely in terms of a demagogue, a benevolent dictator, or a military genius who used opportune advantage to assume power similar to that of the dreaded kings in Rome's olden times.

Caesar believed that his aims and reforms could be accomplished only if he were allowed to implement his plans without interference from the Senate. It is said that during the civil war with Pompey's forces, on hearing Metellus's objections to his demand for money from Rome's treasury, Caesar remarked, "If you don't like what is being done, get out of the way for the present. War has no use for free speech. . . . (Y)ou are my prisoner, you and all the rest of the party acting against me whom I have in my hands." With that he ordered his soldiers to break down the doors to the treasury.[1]

Students also should discuss what Cicero meant in his letter to Papirius Paestus when he wrote "I see no reason for . . . being alarmed: except the fact that, once departure has been made from law, everything is uncertain; and nothing can be guaranteed as to the future which depends upon another man's will, not to say caprice."[2]

Cicero's words may be considered also in light of the unrest that followed Caesar's assassination. Somehow Rome endured another 13 years of civil war before the clever Octavian appealed to popular longings and obtained absolute rule as Augustusconsul, tribune, high priest, and senator, rolled into one. A veneer of republicanism was maintained, but it was clear where the power rested. The enthusiasm and strength of the teacher's own storytelling and commentary can contribute significantly to students' enjoyment of this dramatic and vigorous era.

Through the use of various resources, students will consider Caesar as statesman, general, and person. They will examine his achievements and accomplishments as well as the flaws in his performance and character.

Pages 417-18 and 430-31 of *A Message of Ancient Days* pertain specifically to Julius Caesar. "Greece and Rome," Lesson 4 of Chapter 13, pages 420-25, may be used following the culminating activity but before a full study of the Roman Empire is continued.

Presentation and Activities

Beginning the Topic

In order for students to gain a fuller grasp of Julius Caesar's significance and before they delve into the sample topic, they will need an understanding of Roman values, lore, republican ideals and structure and early Roman history. Consequently, the first few activities in "Beginning the Topic" are intended for teaching prior to beginning the actual study of Caesar. In this way, the course model demonstrates how learnings can be cumulative, leading toward a clearer understanding of later historical and cultural events. Supplementary materials are coordinated with textbook readings in order to cover the topic more thoroughly.

As students study the history of early Rome, they experience some of the "hero tales," or legends, that illustrate the valor, courage, and loyalty that Romans admired in their leaders. Students will later compare and contrast Caesar in relation to the Roman ideals and heroes exemplified in these legends.

Among the history-based legends that helped form a Roman "cultural literacy" and which are specifically recommended here are "Horatius at the Bridge," "Brutus and His Sons," and "Cincinnatus, the Man from the Plow." Students may read these stories independently or aloud in class, or teachers can read them to the class.

The first two tales are associated with the era of King Tarquin the and are estimated to have transpired in 507-506 B.C. The story of Cincinnatus is told in connection with the wars with the Aequians, circa 458 B.C.. After hearing or reading these and other tales, students may consider such questions as:

What virtues are inherent in Horatius and Cincinnatus?

Why would Romans admire Cincinnatus, particularly for his use of power?

What examples of courage do we admire today?

How does the story of Brutus illustrate the Roman value of loyalty to law?

What qualities in political and military leaders did Romans hold in esteem?

The World's Great Stories: 55 Legends That Live Forever, retold by Louis Untermeyer, contains the Horatius and Cincinnatus stories (pages 87 and 104) as well as a complementary tale, "Mucius of the Burning Hand" (page 94). The story of Brutus and his sons is contained in *The Ancient World* by Ira Peck, Elsie Bauman, and William Johnson (Scholastic World History Program, 1986) under the title "A Father's Choice," page 160. Untermeyer's retellings are appropriate for core literature, and other stories in the collection are useful throughout the sixth-grade course. The storytelling activity described in "Extended and Correlated Activities" in this unit (page 133) may be used in studying the legends, or the tales may be illustrated or enacted by students instead.

In conjunction with these stories, students should learn about those ideals sometimes referred to as "the ancestral ways" or "the old Roman values," which were considered essential to the welfare of the Roman republic. *Virtus,* for instance, was the ideal of bravery and valor in the face of difficulties. *Labor* meant the dignity and happiness of labor (agricultural labor especially), not only for individual citizens but for all of Rome, because early republican culture acknowledged a love of the land, valued rural life over urban life, and en-dorsed the proper use of natural resources, much as did colonial and Jeffersonian ideas in the United States. *Pietas* (piety) included not only humility be-fore the gods but also love of country, proper behavior toward one's parents, and a strong sense of duty in religious and social matters. *Fatum* (oracle) was the belief in Rome's destinyits mission to maintain freedom, order, and justice and to withstand barbarism. How are these values exemplified in the legends studied? The teacher may emphasize in later studies how such historical figures as Scipio Africanus, Cato the Younger, Cicero, and Caesar won

admiration from Romans because of their embodiment of some of these ideals.

Later, as students study the structure of Roman republican, they will need to review the terms *monarchy, tyranny, oligarchy,* and *democracy.* These terms should have been introduced earlier in the study of Athenian democracy. What are some arguments for or against the type of government represented by each of these terms? Groups of students are formed. Each group is assigned one of these four terms and the groups' members then debate the relative merits of the forms of government that the terms represent. Then, students are led in reading "What Cicero Said About Government," a capsule of one leading Roman's beliefs.

A Capsule of What Cicero Said About Government

When there is a king, only the king has many rights. The people have only a small share in deciding. In an oligarchy, the power does not belong to all the people. In a democracy, it is hard for individuals to rise as leaders.

King Cyrus of Persia believed in one-person rule. He was a just and wise man. But rule by one person can easily become tyranny. The government of Massilia is an oligarchy. It is run by a few leaders. But for the common people, this government means something like slavery. Look at the Athenians and their democracy. They did not allow one person to rise above the others. So they did not have strong leaders. Their state became weak.

Kings can appeal to us by being kind and fatherly. Oligarchies can be efficient, fair, and intelligent. Democracies can promise freedom. So it is hard to make a choice. I do not approve of any of these alone. I would like a government that combines all three.[4]

At this time, it should be pointed out to students that Cicero lived in a later period of the Roman republic. (An article on Cicero, useful when studying the fall of the republic, is found in *Calliope* magazine, Vol. X, January, 1990.)

Using the chart on the next page, students are led to observe how Romans created a complex, *mixed government* in an attempt to combine the best elements of several types in a mix that would result in separated, shared powers. This chart should be transferred to a sheet of butcher paper and displayed in the classroom for later comparison with the "dictator" chart in "Developing the Topic" in this unit. The activity entitled "Polybius, World Traveler and Historian" in Gerald Danzer and Mark Newman's *Slices of Time* uses an excerpt from a primary source that is commendable for this study. Ordering information is given in the resources section for this topic.

The following questions regarding mixed government point up key topics for research, homework, and short essays. These essays can be preceded by group discussions and a brief lecture.

How can a mixed government help prolong the life of a free society?

Compare and contrast judges and juries of Athens, Rome, and the United States. Which most resemble the idea of "rule of law"?

Identify similarities and differences between terms of office of Roman and U.S. senators and between the two parts of the legislative branches in Roman and U.S. government. The consul in Rome seems most like which U.S. government office? In what ways?

Who were the plebs and the patricians? Briefly describe the plebs' strike in 494 B.C. and its outcome, especially the newly gained rights. Why did the plebs insist that Roman laws be written down?

What Greco-Roman influences can be seen in U.S. symbols, architecture, and money, as well as in the decor of federal legislative buildings? One example is the fasces, Roman symbols of authority, that grace both sides of the speaker's rostrum in the U.S. House of Representatives. The fasces are sometimes visible during State-of-the-Union addresses.

As in all previous units in these grade six course models, activities that center on geography should be

woven throughout the study. At the beginning of every unit, teachers will need to introduce, review, or check students' locational skills in relation to the civilizations they are studying. Early in Unit V, students are given individual outline maps of the Mediterranean region, and a "wall map" version of the same map is displayed in the classroom. Students volunteer to go to the wall map and identify key areas that will be necessary to the study of the unit. These include maps of the Mediterranean Sea, Italy, Rome, Sicily, Carthage, Spain, and Gaul. Once areas are located, a sticky label is affixed to the correct area on the wall map as students label their own individual maps at their desks. Where is the Mediterranean region located in relation to the areas studied in the previous unit (Unit IV)? This activity can be followed by a discussion of the Latium Plain, its characteristics and advantages, and the city-state makeup of the Italian peninsula during the time of the Roman kings. By using color codes or different printing styles, students label their maps with both historic and present-day place names, such as Gaul (France) and Carthage (North Africa). The students' maps are kept in folders for use later in the study.

As the study progresses and the Roman republic expands to overseas regions, students develop legends for their maps to indicate areas, regional characteristics, and time periods of expansion. The republic's decline and the empire's power and influence are incomprehensible without an understanding of its territories, and students should be engaged in tracking geographical developments over time. Such episodes as the Punic Wars and Gallic Wars allow students to research Rome's growth and evolving political geography.

Students develop their maps throughout Unit V, considering how physical geography and political conditions encouraged or facilitated conquest. For instance, why was Carthage considered by Romans to be an important prize during the Second Punic War? Students also should consider how physical characteristics create or constrain a region and influence its actions; e.g., why was a navy important to Rome, how did rivers or alps offer "natural boundaries," and what geographical conditions did Hannibal take into account when he marched on Italy? Sometimes, literature can enrich these discussions, such as the story of Hannibal in the aforementioned *The World's Great Stories: 55 Legends That Live Forever* or Marcus B. Christian's poem "Song of Hannibal: Rome" from Arna Bontemps's collection, *Golden Slippers*. Students may write biopoems or character sketches (see page 133-34) of Hannibal, which can incorporate geographical references.

When the study of Unit V is concluded, environmental issues that existed in the later days of the Roman empire (such as soil erosion and depletion, drought and flood devastation, and earthquakes and volcanoes) may be compared to similar concerns in California today. Students can write reports comparing Rome's and California's physical landscapes, using maps for comparisons. Examples might include Mediterranean climate, droughts and floods, eroded and expended soils, seismic conditions, and the location of both north-south and east-west mountain ranges such as the Apennines, Alps, and Klamaths.

Once students begin to study the fall of the Roman republic, it is essential that they develop empathy for the times and conditions. The fictional story of Firmus (Appendix V-1) helps students understand the hardships of the times leading up to Caesar's rise. As an outgrowth of their readings, students can produce their version of a Roman newspaper, recording events that transpired during the republic's decline. Groups can be assigned responsibility for a different section of a single issue of the paper. Students then write articles on appropriate subjects for their sections. Sections might include news from the outer reaches of Rome's territory; news of leisure, recreation, and sports; religion; life-styles; news of government or news from the Forum; and "person in the street" interviews that reflect changing and conflicting attitudes. Topics should include the breakdown of the "ancestral ways" and how Roman society, with its classes and various "old" and "new" Romans, was further factionalized by those who welcomed the new ways, wealth, and power and those who strove to preserve or salvage the ancestral ways. The Firmus story and such books as Anthony Marks and Graham Tingay's *The Romans*, in the *USBORNE ILLUSTRATED WORLD HISTORY* series, provide information that may be expanded into articles and interviews.

This activity provides training and practice in writing and research as students gather and organize information, draft articles, and work with others to revise, edit, and publish them. If final copies of articles

are written on strips of paper, they can be pasted onto newspaper columns. High school journalism students might be recruited to assist with the layout. Teachers can incorporate computers as a part of this activity. It is important that students have opportunities to read and discuss each other's newspaper sections.

The historical course of Rome was profoundly affected by events surrounding the life of Julius Caesar.

1. Students will have encountered the name of Julius Caesar when reading about the fall of the republic in *A Message of Ancient Days* on pages 417-18. Because teachers may want students to have at least some familiarity with him before he is formally introduced as a topic, the textbook's readings can be supplemented by such books as George Ochoa's *The Assassination of Julius Caesar* and portions from Caesar's own writings.

   Later, in preparation for beginning the sample topic, the teacher elicits the assistance of three older students from upper grades who are capable of reading aloud (or reciting) effectively and independently. Each student is given a copy of "Caesar: Three Views" (from Ira Peck's *The Ancient World*, Scholastic World History Program, 1986, pages 171-75) and is assigned one of the three roles: the soldier, the worker, or the senator. They rehearse their parts beforehand for later delivery to the class, as described below. If costumes are easily available, they may be used for greater impact.

2. On the day when the topic of Julius Caesar is introduced, a large replica of a Roman coin showing the wreathed head of Caesar, made of construction paper or poster board, is displayed on a wall in the classroom. The side showing is silver in color, with a clear profile of Caesar. The underside, not visible at this time, shows a similar profile that is tarnished with smudges and smears. This visual aid is used to symbolize the opposing attitudes toward Caesar.

   The first session opens with an account of a *dramatic moment* in history: an account of the assassination of Julius Caesar. Caesar had been dictator only a few years when this fateful and decisive event occurred. Students view between five and ten minutes of the assassination scene from the 1953 MGM film version of Shakespeare's *Julius Caesar*. This viewing may be preceded with a selected reading to establish the scene for students. The opening of Roger Bruns's biography, *Julius Caesar* (Chelsea House, 1987), from page 13 through the top of page 15; or a portion from "Remembering Julius Caesar" from *Voices from World History*, Level F (Steck-Vaughn, 1991, pages 20-23), may be used to set the assassination scene.

   Why in a society that prided itself so much on honor, loyalty, and rule of law would Caesar's colleagues and close friends decide their only choice was to publicly murder him? What in Rome's past had foreshadowed this moment? What did it mean for Rome's future? To gain an idea of how such a situation could come about, students first will discover reasons why Caesar was admired; in the next session they will determine reasons why he was disliked.

   Students are given a handout, "Two Sides of Caesar" (Appendix V-2), which they use throughout the next two days as a means of focusing their thoughts and recording important points and impressions. To begin the study, students imagine themselves as Roman citizens standing in the Forum. They are to hear several people address the crowd. At this point, two of the previously selected students are brought into the classroom to deliver the soldier and worker monologues from "Caesar: Three Views." Students listen to the two speakers and afterward discuss reasons why these persons held Caesar in such strong favor. The teacher points out that the Roman citizenry held a variety of opinions regarding him, not simply the two perspectives just heard.

   So that students gain a stronger understanding of Caesar's life and deeds, the teacher tells or reads aloud a "story biography" of Caesar: "Julius Caesar, The First Emperor of Rome." The story, included as Appendix V-3 to this unit, may be used for this purpose, or teachers may develop a story based on selected passages from George Ochoa's aforementioned book. As students listen, they make notes of the admirable traits of Caesar presented in the story.

   After the reading, the teacher elicits students' observations. Students are asked to draw from their knowledge of Roman legends and history and name the traits of Caesar that probably were admired by the Romans. What traits did he have in common with such legendary or historical figures as Horatius or Scipio Africanus? How did Caesar finally bring order and stability to a disordered Rome? These discussions help students understand Caesar's popularity with many Romans. The teacher also can share the transparency "Caesar's Accomplishments" (*Rome*, Book I, by Marilyn Chase) to conclude the

discussion.

For homework, students are assigned to review their notes and to engage in research to find further information about Caesar. Resources compiled by the teacher or the school's librarian, such as copies of encyclopedia articles or short biographies, can be used for this research. Students can list five significant events in Caesar's rise to power and consider possible reasons why Caesar might have been disliked instead of admired. They should understand that the assignment is preparatory to the next day's activities. (See Appendix V-2, "Two Sides of Caesar.")

B

Developing the Topic

At the beginning of the second session, the teacher reverses the replica of the coin described earlier, revealing the smudged, tarnished profile of Caesar. The focus of this session will be "the other side of the coin," the unattractive character traits embodied in the same leader.

The older pupil who was previously selected to read the senator's part from "Caesar: Three Views" now delivers the monologue. This viewpoint is briefly discussed and contrasted with those of yesterday's speakers.

When Caesar declared himself dictator for life, his action was in direct violation of the principles of a constitutional republic. The chart depicting Rome's republic (used earlier in "Beginning the Topic") is now contrasted with the new chart on page 127. The charts should be displayed side by side and their differences discussed.

Written on the chalkboard are the quotations from Caesar and Cicero given on page 117 in "Uses and Significance of the Topic." The meaning of these statements should be discussed after comparing the two charts. Contrast Caesar's handling of power with that of Cincinnatus, who was studied earlier. How does Cicero's observation apply to any dictatorship, not only Caesar's? Teachers may read aloud to students Suetonius's comments on Caesar's abuse of power, explaining some of the less familiar phrases or terms. (See pages 127-28 in *Aspects of Western Civilization,* Vol. I.)

The teacher can devise and prepare a transparency of Caesar's faults as a foil for the "Caesar's Accomplishments" transparency suggested for use near the end of the first session. These faults may include instances of Caesar's vanity, political marriages, hunger for power, demagogy, and dissolution of republican ideals.

Based on this discussion, students now meet in groups of two or three to research and "build a case" for or against Caesar. In addition to their "Two Views" note sheets, students will need access to encyclopedias; multiple copies of Graham Tingay's paperback, *Julius Caesar;* George Ochoa's *The Assassination of Julius Caesar;* relevant maps of the area; and other reference works. Their approaches in preparing their cases should be based on a simple premise, which they agree on and try to support, such as:

Caesar as a demagogue (a person who pleases people in order to gain or keep power)

Caesar as a man of Roman virtue

Caesar as a great leader or general

Caesar as a power-hungry man

With some classes, teachers may prefer to prepare beforehand two statements putting forward opposing viewpoints, then allow students to choose which one they will support this gets students more quickly into the process of developing supporting arguments.

It is not necessary that an equal number of student groups choose "for" or "against." The purpose is to have students examine Caesar's life and career, to see why he was loved or despised, and to see how estimations of the same characteristics are often controversial because they are perceived in different lights.

The completion of this activity is assigned as independent homework, with student groups meeting briefly the next day to merge and finalize their ideas.

During the third session, groups give brief oral reports of the cases they built. In light of Caesar's

leadership skills and his popularity with the military and many commoners, could he have been successful in both preserving the republic and giving it needed reforms? Why do you think he did not?

A dramatic device may be used to conclude "Developing the Topic." Just prior to Caesar's assassination, the future of Rome was a matter that worried many of its citizens. "Will the republic ever be restored?" was a question discussed in dinner circles, between neighbors, among senators, and on street corners. Just as we wonder about problems in our time, so the Romans worried and shook their heads over the future of Rome.

Holding up a large, sealed, manila envelope clearly labeled "The Future of Rome," the teacher explains that on the day Caesar was assassinated, the future of Rome became an even greater concern among Roman citizens. Now what would be the outcome? "What is to happen to our nation, to all of us?"

A student is chosen to stand before the class, open the envelope, and remove the contents, which will reveal Rome's destiny to the class. In the envelope are three cards, on each of which is printed a phrase. The student reads them aloud:

Thirteen more years of civil war
The end of the republic forever
For the next 200 years, rule by *emperors*

Culminating the Topic

The teacher may briefly review with students the trials and conflicts that besieged Rome during the republic's fall and Caesar's dictatorship: lawlessness (including assassination), greed from new wealth, the breakdown of old values, divisions between "old Romans" and "new Romans," internal disputes and power struggles, a self-serving aristocracy with broad support in the Senate, extreme hardship for many citizens, and other conditions. (The "Roman" newspaper that was put together earlier by students may be referenced to support this review.)

The teacher directs students' attention to a statement on the chalkboard by historian Finley Hooper regarding ancient Rome:

> ". . . a people who failed to rule themselves became the willing subjects of a man with an army to enforce law and order."
>
> *Roman Realities* by Finley Hooper, p. 16 (Detroit: Wayne State University Press, 1979).

What does this statement mean? How does it relate to Caesar and his fellow Romans? How might Hooper's statement apply to people in any democracy or republic? What are the responsibilities of citizens during times of hardship or lawlessness?

The discussion takes the form of a "grand conversation."[3] Students make their own notes throughout the discussion. Afterward, in their journals, students write in response to the question, "What are the responsibilities of citizens in a free society?" Their responses should be based on the discussion of Hooper's quote, and students may reference things they have learned during this and previous units. The writing serves as the basis for a reflective essay that is revised and rewritten over the course of three or four days and placed in students' writing portfolios. Or the essay can be completed as a brief, informal overnight project.

The "Roman" newspaper project, suggested for "Beginning the Topic," could serve instead as a culminating activity. If used at this point in the unit, the project's scope can be expanded to include Caesar's assassination.

Students each select a role as a Roman statesman or other citizen; e.g., the wife of an *optimate* (a member of a political party composed of aristocrats and their followers), the daughter of a *populare* (a member of a nonaristo-cratic political party), Brutus's sister, Caesar's wife, Caesar's daughter, Cato, Brutus, Cassius, Sulla, Cicero, or Pompey. In a monologue, students explain their characters' views of the republic, of Caesar, and of their concerns and hopes for Rome. This can serve both as an open-ended problem for assessment purposes and as an activity for a History Day event. Teachers may prefer to reserve this activity for the end of the unit, permitting students to choose from a broader range of persons who represent the republic, the empire, or Roman adversaries, such as Hannibal.

Activities for Other Topics

One of the five comedies by Plautus contained in Albert Cullum's *Greek Tears and Roman Laughter* may be enacted by students or arranged for a readers' theater presentation.

Students investigate the role of the army in the Roman republic. How did its purpose and importance change over the years leading up to the fall of the republic? What functions do armies have today? See Peter Hodge's series, *ASPECTS OF ROMAN LIFE*, John Wilkes's *The Roman Army*, and Marks and Tingay's *The Romans*.

Students simulate the hierarchy of the republic, the reign of Caesar, the Senate's optimates and populares, or the army's various groups through tableaux staged at the front of the room. Each group's narrator explains the representation, and the teacher may ask questions of groups' members regarding the roles they portray.

The January, 1987 (Vol. 8, No. 1), issue of *Cobblestone: A History Magazine for Young People* contains valuable information on preparing debates for the classroom. Resolutions may be developed based on conflicting views of Caesar. Students prepare and present short debates to the class. It would be worthwhile if students were to see a debate modeled by a high school debate team, if possible.

When studying the women of Roman times, students begin by hearing the legend of Cornelia, recounted in *The World's Great Stories: 55 Legends That Live Forever*. This can be followed by activities selected from Peter Hodge's paperback book, *Roman Family Life*, from the *ASPECTS OF ROMAN LIFE* series. What Romans regarded as womanly attributes may be glimpsed by studying the wives of a Roman butcher and baker (page 5), a study of social classes (pages 9 and 10), traditions of engagement and marriage (pages 17-25), and names (page 34) in Hodge's book. Students can contrast the expectations of men and women of the slave, working, middle, and upper classes. Were Roman slaves ever freed? How? What

occupations would freed slaves, men and women, most likely have pursued? Simon James's *Eyewitness Books: Ancient Rome* (Knopf, 1990), pages 18-25, also complements this topic.

Students use outline maps to chart the spread of Judeo-Christian traditions to various parts of the world. A number of historical atlases can be used as references for this activity. A second map may be developed to show the spread of Greco-Roman ideas of democracy. Such maps help students see the widespread diffusion of ideas and link history with cultural conditions in the world today. "If you were a world leader," students are asked, "how would this knowledge help you to work more effectively with peoples of the world?"

David Macaulay's *City: A Study of Roman Planning and Construction,* Susan Purdy's *Ancient Rome,* and Jacqueline Harris's *Science in Ancient Rome* are excellent sources of information for independent research or for use in studying other topics. Interested students can research, draw, or build models of aqueducts, Roman roads, Roman towns, villas, the Colosseum, triumphal arches, baths, and circuses. What else might someone learn about ancient Roman culture from these products? Such books also provide opportunities for students to see the continuity of history and geography as they trace the development of specific technology or cities through the centuries.

In order to understand the diffusion and transmission of culture from one civilization to another, students can compare and contrast the political structure of the Roman republic with that of the Athenian democracy. Both can be compared and contrasted to the structure established by the U.S. Constitution. What features do all three systems have in common? To what extent are we indebted to the Greeks and the Romans for many of our own political ideas?

Extended and Correlated Activities

Students often are curious as to the ultimate fate of Caesar's murderers and his other contemporaries. With the aid of biographies, encyclopedias, and other materials, interested students may research Cleopatra, Brutus, Cassius, Marc Antony, and Cicero. More advanced students may be directed to Plutarch and to passages from his biographies of prominent Romans.

Biopoems require students to use descriptive words and phrases to identify a writer's feelings and beliefs regarding a person's life. Students may write biopoems about Caesar, demonstrating various historical perspectives. A sample biopoem appears below. The form for these structured poems is found in Anne Ruggles Gere's *Roots in the Sawdust: Writing to Learn Across the Disciplines.*

Caesar Biopoem

Julius Caesar
Julius
Strong, independent, caring and wise
Consul of Rome
And son of Aureli
Lover of power, danger, justice, and Republic
Who feels the hunger of the poor, the wounds of the soldiers,
the evil of the Senate, and the betrayal of his friends.
Who needs men for the legions, jobs for the debtors,
land for the veterans, and money for public improvements.
Who fears the tragedy of the common people, the injustice of the Senate,
and, ultimately, what will become of it all.
Who gives his heart to its citizens, his mind to its governing,
and his life for their Rome.
Who would like to see comfort for the poor, justice for the condemned,
understanding for all and peace throughout
the land.
Caesar!

Hannibal Biopoem

Hannibal,
Military strategist, genius, audacious annihilator of Roman armies;
Son of Hamilcar, a mighty warrior and your military mentor,
Your love for Carthage (your city), your vow to your father, and your love
for warfare made you the most feared by Romans;
After 50 years of warfare you did not feel strong, daring and invincible
as in earlier years;
You need to be known, respected and remembered as the greatest African
warrior who ever lived;
Your fears, though few and unknown to your enemies, were of being captured
and killed by the Romans before you took the poison in your ring;
Your history gives us military stratagem, mastery of trickery in warfare,
and heroic spirit;
In battle you liked to see the enemy cringe in fear at the sight of you,
that your men's needs were well provided for, and Carthage free of Roman rule;
Resident of Carthage;
Barca.

Both Hannibal and Julius Caesar were brilliant military strategists and farsighted politicians. They missed each other in history by about 200 years. There were considerable differences between the cultures that produced each man, Hannibal being from Carthage and Caesar from Rome, and the strategies they employed were in some degree a reflection of these differences. Students can read about Hannibal's life and

career and compare them to Julius Caesar's and in this way develop ideas about qualities of leadership. Writing biopoems is a good way for students to look at the personalities of both men and the attitudes toward them. Poems may be written individually or in pairs, then shared with the rest of the class.

For correlation with studies in English-language arts, Shakespeare's play *Julius Caesar* offers opportunities for students' involvement in different ways. Literate retellings of *Julius Caesar* are found in such books as Beverley Birch's *Shakespeare's Stories: Histories* or Marchette Chute's *Stories from Shakespeare* and may be read aloud. Selected scenes from the play could be enacted by students as an extended activity.

Swan Books publishes a faithful abridgement of the play, preserving Shakespeare's language, but with clarifying stage directions added. This version, when enacted, runs about 40 minutes in length and has proven successful in classrooms. The play or its story permits students to think more deeply about the possible traits and motives of historical figures. What historical sources did Shakespeare use in writing the play? Despite disagreement among historians, why do biographers study the play when researching their topics?

Storytelling is recommended as a means of developing students' language and speaking abilities. It also helps students internalize historical chronology and familiarizes them with historical and legendary characters. Groups of students meet to choose one of the stories studied during the unit: Horatius, Brutus, Cincinnatus, Julius Caesar, or another. Topical summaries, similar to those given below, are divided, and the segments are assigned to individual members for retelling. Students work to tell their portions in their own words and rehearse presenting the entire story with other members of the group. The presentations should flow smoothly, include acceptable grammar and diction, and employ effective expression and storytelling techniques. Teachers and librarians who belong to such organizations as Word Weavers may want to incorporate this idea into their programs. Visual aids may be used as desired.

Topical summaries are suggested below for ease in assigning story portions to students. Similar summaries may be developed for other stories.

"Horatius at the Bridge"
Tarquin and Porsenna plot together.
Romans fear Porsenna and prepare to fight.
Porsenna takes Janiculum, and the bridge is left unprotected.
Horatius, Herminius, and Lartius go to destroy the bridge.
Horatius fights alone.
Horatius escapes and is given a hero's welcome.

"Brutus and His Sons"
The consul Brutus and his love for Rome
Brutus's love for his sons
His sons' plot against Rome and their arrest
The trial
Brutus's faithfulness to law; the verdict
The execution of his sons
Brutus's grief

"Cincinnatus, The Man from the Plow"
Trouble between Romans and Aequians
The visit to the camp of Gracchus
The entrapping of Minucius
The anxiety in Rome
The selection of a dictator
Cincinnatus
The coming of the ambassadors
The orders of Cincinnatus

The capture of the Aequians
The honors shown to Cincinnatus

"Julius Caesar, First Emperor of Rome"
Caesar and the pirates
Caesar as governor and as consul
The First Triumvirate
Caesar's conquest of Gaul
The crossing of the Rubicon
The death of Pompey
The honors shown to Caesar
His plans for Rome
His murder
The oration of Antony and the acceptance of Octavianus

When the Romans conquered Greece in 146 B.C., they adopted many aspects of Greek art. Earlier, the Romans had absorbed the culture of the Etruscans and adopted stylistic aspects of the Etruscan arts. Roman art is a blend of Greek ideals and Etruscan practical arts to which the Romans added their own values and style. Three of the notable developments in Roman art are:

- Concrete and arched architecture, such as the Pantheon and Colosseum
- Realistic rather than idealized portrait sculpture and statues of the gods and goddesses
- Triumphal arches (decorated with relief sculpture) built as monu-ments to celebrate the victories of the army, such as the Arch of Constantine

Students may research one of these developments to note the materials and techniques used and the distinctive styles employed in Roman art. They may also look for clues about Roman culture and values of the times that are reflected in, for example, the relief sculptures that depict deeds of the emperor in battle, religious festivals or ceremonies, and scenes from daily life. Some students may be interested in researching Roman coins that display portraits and architectural achievements. This research may lead to an understanding of the economic and exchange systems used throughout the period of the republic or during the empire that followed it.

Resources for the Sample Topic

The following resources represent only a few of the many possible materials and sources that are available. Double asterisks (**) indicate books that are essential for full development of the unit; single asterisks (*) indicate works that are deemed important for successful coverage of the unit. For further selections, teachers should consult other bibliographies such as *Literature for History-Social Science, Kindergarten Through Grade Eight* (California Department of Education, 1991).

**The Anchor Atlas of World History.* New York: Doubleday, 1990. This two-volume reference atlas is a handy teachers' resource. Maps and narratives in this atlas can supplement textbooks and other resources. Page 92 of Volume I contains diagrams of the structure of the Roman republic. The work is usable in more than one unit and at more than one grade level. Large bookstores often carry this atlas in the history section.

***Aspects of Western Civilization: Problems and Sources in History,* Vol. I. Edited by Perry M. Rogers. Englewood Cliffs, N.J.: Prentice Hall, 1988. This volume is a valuable resource for teachers of sixth and seventh grades. The book is listed here because of its quotation of a key passage from Suetonius's *Life of Caesar* that describes Caesar's reforms, his vanity, and his abuse of power.

Birch, Beverley. *Shakespeare's Stories: Histories.* New York: Peter Bedrick Books, 1988. Birch's retellings preserve the spirit of William Shakespeare's original dramas. The story that unfolds in *Julius Caesar* can be correlated with this unit's sample topic.

*Boardman, John; Jasper Griffin; and Oswyn Murray. *The Roman World.* New York: Oxford University Press, 1986. This book and Finley Hooper's *Roman Realities* are good places to begin for teachers who seek background readings about ancient Rome. The publisher has made a paperbound version available. Both *The Roman World* and its companion volume, *Greece and the Hellenistic World,* are also issued together in hardback under the title *The Oxford History of the Classical World.*

Bontemps, Arna. *Golden Slippers.* New York: Harper, 1941. Bontemps discusses this collection of poetry from the African-American heritage. It includes Marcus B. Christian's poem "Song of Hannibal: Rome," which is recommended for use in "Beginning the Topic." This book is available from libraries.

*Bruns, Roger. *Julius Caesar.* New York: Chelsea House, 1987. Written for readers who are somewhat older than middle school students, this book provides an interesting portrayal of the life of Caesar. It is amply illustrated with photographs of antiquity that are related to events in Caesar's life. This book is suggested for teachers' use.

*Caesar, Julius. *Commentaries.* Various editions and publishers. Students may enjoy hearing selected portions, which can complement studies of either the fall of the republic or of Julius Caesar himself. Penguin issues paperback versions under the titles *The Civil War* and *The Conquest of Gaul.* Such books are recommended for teachers' background readings, and anecdotes from the books, shared with students, can enliven studies.

*Chase, Marilyn. *Rome, Book I.* St. Louis: Milliken, 1970. Though the emphasis in this booklet is on duplicating pages, the color transparencies, background information, and suggested activities are helpful if used selectively. The chapter "Caesar the Reformer" can be integrated with the section "Beginning the Topic" in this unit. It is suggested that students work in pairs on these written assignments. *Rome, Book II* focuses on the Roman empire. Both are available through social studies supply houses.

Chute, Marchette. *Stories from Shakespeare.* New York: New American Library, 1976. This paperback includes a narrative telling of Shakespeare's play *Julius Caesar.* It could serve as a read-aloud selection.

Cicero, Marcus Tullius. Various works. Cicero's letters, writings, and orations have been translated and published in numerous editions, both in hard and soft binding. Interested teachers and students are referred to public and universities' libraries or large trade bookstores for copies of such works as *On Duties* and *De Republica.*

Coolidge, Olivia. *Caesar's Gallic Wars.* Boston: Houghton Mifflin Company, 1961. Useful for independent research, this students' resource provides a great deal of detail on Caesar's conquests in Gaul. See also *Lives of Famous Romans* by the same author. Though out of print, both books are obtainable through libraries.

*Cootes, R. J., and L. E. Snellgrove. *The Ancient World* (Second edition). *LONGMAN SECONDARY HISTORIES* series. White Plains, N.Y.: Longman, 1991. Whether used by teachers or students, this textbook supports the sixth-grade course. Part 7 of the text pertains entirely to ancient Rome, and Chapter 22 in that part, "From Empire to Republic," provides an overview of Caesar's rise to power. The paperback binding makes it lightweight, and questions and activities are included for each chapter.

**Danzer, Gerald A., and Mark Newman. *Slices of Time: The U.S. Constitution in Global Perspective.* Chicago: The World History Project, n.d. This booklet is a vital resource for teachers of grades six through eight. The evolution of democratic ideas is traced in a handy,

useful format that includes key primary sources. Practical teaching ideas are offered for each activity. The booklet is endorsed by the U.S. Constitution Bicentennial Commission. Interested parties may obtain price information by writing to The World History Project, Department of History, University of Illinois at Chicago (M/C 198), Box 4348, Chicago, IL 60680, or by telephoning (312) 996-3141.

*Gibbon, Edward. *Decline and Fall of the Roman Empire.* Penguin or other edition, various dates. Usually abridged and sometimes illustrated, this classic also includes a portrait of Hypatia, the Alexandrian mathematician.

*Hodge, Peter. *The Roman Army. ASPECTS OF ROMAN LIFE* series. Longman, 1985. Hodge offers a small but very useful students' resource with plenty of details, illustrations, questions, and activities. See also *Roman Family Life* by the same author in the same series. Hodge's works and the remaining six titles in the series are available from the publisher or from the American Classical League, Teaching Materials and Resource Center, Miami University, Oxford, OH 45056.

*Hooper, Finley. *Roman Realities.* Detroit: Wayne State University Press, 1979. The author of this lengthy and appealing book writes clearly and enthusiastically, commanding the reader's attention. For teachers who want an engaging overview of Roman history for their own study, Hooper's book offers a good beginning. The author's attention to people rather than themes or concepts gives the reader a sense of personalities.

***Julius Caesar.* Directed by Joseph L. Mankiewicz. This 1953 MGM film adaptation of Shakespeare's tragedy is available from social studies supply houses in videocassette format. Instructional guides to the film are sometimes available from distributors. The film is listed here because a portion of Act III, Scene 1, complements studies of the sample topic.

Julius Caesar. Edited by Diane Davidson. Fair Oaks, Calif.: Swan Books, 1990. This 40-minute play, an abridgement of Shakespeare's *Julius Caesar,* was designed to introduce youngsters to the play while preserving Shakespeare's language. Narration bridges the sequences from the original. Stage directions are clear and helpful, and the version lends itself easily to presentation by students of varied abilities.

*Kirk, Russell. *The Roots of American Order* (Third edition). Washington, D.C.: Regnery Gateway, 1992. A deeply probing, engrossing work for teachers' background reading, this book discusses key ideas from world history and their influence on our American political and ethical order. The breadth of the work is impressive. Chapter 4 specifically relates to Rome's influences on American political structures and practices. The perspectives presented are broad and sometimes controversial, and the book is recommended for teachers of grades six through eight. Paperback versions can be ordered from the National Book Network, 4720A Boston Way, Lanham, MD 20706-4310, telephone: (800) 462-6420.

Kittridge, Mary. *Marc Antony.* New York: Chelsea House, 1988. This interesting biography is illustrated with related items of Roman antiquity and is intended for somewhat older readers. Teachers may judge for themselves its appropriateness for students in the sixth grade.

Livy. *The Early History of Rome.* Translated by Aubrey de S•lincourt. New York: Penguin, 1986. Livy's (circa 59 B.C.-A.D. 17) historical imagination makes enjoyable reading for teachers. This work contains accounts of such Roman heroes as Brutus, Horatius, Mucius, and Cincinnatus (pages 108-19, 212 ff.) as well as other legendary figures and events. A companion volume, *Rome and Italy,* is also available from Penguin. Students may enjoy considering this book's quotation of Livy's famous statement, "The study of history is the best medicine for the sick mind: for in history you have a record of the infinite variety of human experience plainly set out for all to see; and in that record you can find for yourself and your country both examples and warnings: fine things to take as models, base things, rotten through and through, to avoid."

*Marks, Anthony, and Graham Tingay. *The Romans* (American edition). *THE USBORNE ILLUSTRATED WORLD HISTORY* series. Tulsa, Okla.: E.D.C. Publishing, 1990. The concise presentation of data and the almost comic-book format combine to give this book continuing appeal with many sixth graders. "User friendly" at this grade level, portions are useful in creating students' newspapers. *Rome and Romans,* part of Usborne's *TIME TRAVELLERS* series, is available in a Spanish-language edition. Copies are available from social studies supply distributors.

**Ochoa, George. *The Assassination of Julius Caesar.* Englewood Cliffs, N.J.: Silver Burdett Press, 1991. One of the publisher's *TURNING POINTS IN WORLD HISTORY* series, this trim, illustrated book is a convenient resource for students' use. Background, intrigue, and a fine quality narrative make this work essential for this unit. If teachers prefer, they may tell their own stories of Caesar's life and career, basing them on Ochoa's book, in place of the story biography that is included as Appendix V-3 in this unit.

**Peck, Ira, Elise Bauman, and William Johnson. *The Ancient World. SCHOLASTIC WORLD HISTORY PROGRAM.* New York: Scholastic, 1976. This supplementary resource contains interesting biographies, dialogues, plays, and other narratives. Of particular interest for this unit are the selections "Caesar: Three Views," in Chapter 28, and the retelling of "Brutus and His Sons," in Chapter 25.

Perowne, Stewart. *Death of the Roman Republic: From 146 B.C. to the Birth of the Roman Empire. CROSSROADS OF WORLD HISTORY* series. New York: Doubleday, 1968. Focusing on the years between the rule of the Gracchi and the rule of Augustus, this teachers' resource covers the time of Julius Caesar in depth. The book is out of print but is available through public libraries.

*Plutarch. *Parallel Lives.* Various editions and dates. In this classic work, the famed Greek biographer (circa A.D. 46-126) compares the lives of 23 pairs of Greek and Roman soldiers and statesmen. Plutarch's interest was in investigating character, depicting a dramatic pattern of events, and presenting a vivid picture of his subjects rather than recording historical facts. Because he evaluated the relationship between private and political life, Plutarch's writings offer effective personal portraits and insights into human nature and morals. Some editors, such as Ian Scott-Kilvert in one of his translations of Plutarch for Penguin (*Makers of Rome),* clarify possible inaccuracies for the reader. Plutarch's biographies make enjoyable reading. They are recommended as background reading for teachers because anecdotes are sometimes useful when introducing youngsters to topics in this unit and because good biographical accounts of characters of this period are not readily available. Various paperback editions of Plutarch's works, such as those published by Penguin and Dell, are obtainable under various titles, and Plutarch's original pairings are often reorganized and categorized according to the characters' Greek or Roman nationalities. The *LOEB CLASSICAL LIBRARY* series of hardback editions is more expensive but maintains the original pairings. Paperback editions are available in bookstores, and teachers can seek out editions that contain biographies of Caesar and related figures, such as Penguin's edition, translated by Rex Warner, of Plutarch's *Fall of the Roman Republic* (1958). Books in the Loeb series are obtainable from A Common Reader, 141 Tompkins Avenue, Pleasantville, NY 10570, telephone: (914) 747-3388.

*Polybius. *The Rise of the Roman Empire.* New York: Penguin, 1979. This is a paperback edition of one of the early histories written by a Greek statesman and historian (circa 200-118 B.C.). The book is recommended for teachers' reading because Polybuis's study of the Roman mixed constitution (Part 6 in this book) had some influence on framers of the U.S. Constitution. A detailed examination of the Roman army is also included. The discussion of "Horatius at the Bridge" (page 348) will help teachers relate Roman lore and values. Frank Walbank's introduction discusses Polybius's life, work, techniques as historian, and sources.

Radice, Betty. *Who's Who in the Ancient World.* New York: Penguin, 1973. Currently available in paperback, this teachers' reference work is a concise companion when attempting to identify historical and mythological figures. Cross-referenced and containing an informative introduction, it is helpful to those who might confuse Claudius with Clodius, for example. Brief articles on Julius Caesar, Sulla, Cicero, and others are included.

******Roots in the Sawdust: Writing to Learn Across the Disciplines.* Edited by Anne Ruggles Gere. Urbana, Ill.: National Council of Teachers of English, 1985. Loaded with good ideas for teaching writing in all subjects, this book describes the biopoem form demonstrated on page 133-34.

*****Shakespeare, William. *Julius Caesar.* Various editions and dates. This play remains an important reading for biographers of Caesar. *THE ARDEN SHAKESPEARE* series (Portsmouth, N.H.: Heinemann Educational Books) contains a version of the play that was edited by T. S. Dorsch in which reprints of Shakespeare's principal sources are added as an appendix. The version included in the *FOLGER LIBRARY SHAKESPEARE*, a newly revised series first edited by Louis Wright and Virginia LaMar (New York: Washington Square Press), contains convenient notes with frequent explanations of cultural references. Another edition of *Julius Caesar* used in some schools is found in the *OXFORD SCHOOL SHAKESPEARE* series (edited by Roma Gill), which is conveniently bound and formatted. The presentation of one or more selected scenes from the play can be a worthwhile project when correlated with the study of Julius Caesar in this unit.

Stillman, R. Gordon. *Roman Rulers and Rebels.* Wellesley Hills, Mass.: Independent School Press, 1972. Biographies of Hannibal and six of Rome's most important rulers are included in this collection. The book is out of print but is available through some libraries.

*****Suetonius. *The Twelve Caesars.* Translated by Robert Graves. New York: Penguin Books, 1957. With information gathered after the death of most of the Caesars, Suetonius presents their biographies, complete with anecdotes of depravity. At this grade level this book is suggested only for teachers' reading.

******Tingay, Graham. *Julius Caesar.* New York: Cambridge University Press, 1991. This attractive, inexpensive paperback is from Cambridge's *INTRODUCTION TO WORLD HISTORY* series and is available from social studies supply houses. The booklet is slightly sophisticated for most sixth-grade students, but students, working with partners, can glean material from it with little difficulty. Teachers themselves can benefit from reading this book.

*****Voices from World History: Level F.* Austin, Tex.: Steck-Vaughn Company, 1991. This supplementary textbook for students includes an array of primary source selections. Particularly pertinent and cited in the sample topic is the selection "Remembering Julius Caesar." A teachers' resource book for the text is also available.

******The World's Great Stories: 55 Legends That Live Forever.* Retold by Louis Untermeyer. New York: M. Evans and Co., 1964. This durable paperback continues to be a rich source of many legends that have their base in history. Stories of Horatius, Cincinnatus, Mucius, Spartacus, Cornelia, and Caesar crossing the Rubicon are among the stories that correlate well with this unit. A companion volume, Untermeyer's *The Firebringer and Other Great Stories* (Evans, 1968), contains a retelling of the story of Caesar and the Ides of March.

General Resources for Students' and Teachers' Use

******American Classical League, Teaching Materials and Resource Center. Miami University,

Oxford, OH 45056. This center carries an array of books, pamphlets, posters, maps, slides, and teaching units on ancient Greece and Rome. A catalog that includes detailed descriptions and annotations is available. The League also offers teachers memberships and participation in a national network for teachers of history and Latin.

Amey, Peter. *Pax Romana.* San Diego: Greenhaven Press, Inc., 1980. A brief overview of the period, accompanied by black-and-white pictures, and a number of primary source selections make this inexpensive paperback booklet a useful supplementary selection for students.

Ancient Elections and Politics: Mini-Lessons. Oxford, Ohio: American Classical League, Miami University, n.d. This material was prepared by faculty in the Department of Classics, University of Maryland. Word studies, political graffiti, and the Roman Assembly are among the topics of this helpful and entertaining teachers' resource. The thumbnail discussions of *radical, candidate, governor,* and other terms lead students to an enjoyable understanding of what we inherit from the Romans. As for Pompeiian graffiti, readers will enjoy discovering who supported Vatia for the office of *aedilis.* Though the lessons were prepared with high school students in mind, excerpts are easily adapted to sixth-grade studies. Order from the American Classical League, Teaching Materials and Resource Center, Miami University, Oxford, OH 45056.

**The Augustan Age.* Vol. 6 and 7. The Vergilian Society, 1987. These two publications, sponsored by the National Endowment for the Humanities, were developed as a result of a summer institute for teachers that was devoted to the study of Virgil's *Aeneid.* Volume 6 contains transcripts of entertaining and informative lectures delivered by the institute's speakers; Volume 7 consists of teaching materials and resources that were developed by participants. The materials can be adapted or expanded for use in conjunction with pages 400-405 and 421 of *A Message of Ancient Days.* Copies may be ordered from the American Classical League, Teaching Materials and Resource Center, Miami University, Oxford, Oh 45056. English-language arts and history-social science studies can be correlated using these resources and the material listed in the Frenkel entry in this resources section.

Aurelius, Marcus. *Meditations.* New York: Penguin, 1964. The musings of a Roman emperor who was trained in Stoicism are easily excerpted because of the brevity of Aurelius's maxims. The book is available in paperback.

Baker, Charles F., and Rosalie F. Baker. *The Classical Companion.* Peter-borough, N.H.: Cobblestone Publishing, n.d. This teachers' resource contains a number of activities for students, including the play *Fall of Gaul.* The book is useful in more than one unit.

Beatty, John Louis, and Oliver A. Johnson. *Heritage of Western Civilization: Selected Readings.* Vol. 1. Englewood Cliffs, N.J.: Prentice Hall, 1971. This collection includes selections from Polybius's *The Histories,* Cicero's *The Laws,* Suetonius's *The Lives of the Caesars,* and biblical selections from The Acts of the Apostles and The Epistle of Paul the Apostle to the Romans.

***The Bible. The books of the New Testament offer early textual documentation of the life and teachings of Jesus as recorded by his apostles and disciples. Teachers may select passages from the gospels, the congregational epistles, the personal epistles, and the Acts of the Apostles, which present Christian beliefs regarding Jesus' life and teachings and the teachings of the apostles. Excerpts may be coordinated with appropriate portions from *A Message of Ancient Days,* the state-adopted textbook (pages 315-18 and 456-62). Sample passages include, but are not restricted to, excerpts from the Sermon on the Mount (Matthew 5, 6, and 7); the parables of the Good Samaritan (Luke 10: 30-35), the Lost Sheep (Matthew 18:11-14), the Prodigal Son (Luke 15:11-32), and the Sower (Mark 4:2-20). Also included are accounts of the nativity, death, and resurrection and excerpts from Paul's epistle to Philemon, which is one of several readings suggested in the *History-Social Science Framework.* In the context of Christian belief, selected Old Testament passages can be suitable as well.

Translations worth considering include (but are not limited to) the New International Version, the New King James Version, the Jerusalem Bible, and the Modern Language Bible (New Berkeley Version). It is recommended that teachers seek translations rather than paraphrases for use in history classes. The New International Version is perhaps the most readable for students at this grade level.

Bible dictionaries, commentaries, and encyclopedias. Various editions. A wide range of reference works, such as *The Catholic Encyclopedia, The International Standard Bible Encyclopedia*, and *Unger's Bible Dictionary,* are available. Geography, terms, and figures are described in helpful ways in these reference resources. Universities and public libraries house various reference works for studying the rise of Christianity. While the use of such works is recommended primarily for teachers' background readings, students can use these reference works in their research if given direction, assistance, and an awareness of the various perspectives from which these materials are presented.

Biel, Timothy Levi. *Pompeii. WORLD DISASTERS* series. San Diego: Lucent Books, 1989. This book, written for young people, describes the city of Pompeii as it was before, during, and after the eruption of Mt. Vesuvius. Well illustrated with drawings, diagrams, and maps, it includes a number of excerpts from primary sources. Many connections are made with concepts taught in the sciences.

**Bingham, Marjorie, and Susan Hill Gross. *Women in Ancient Greece and Rome.* Saint Louis Park, Minn.: Glenhurst Publications, 1983. This supplementary text has a number of primary source readings that provide information on the roles of women in ancient Rome.

Burne, Jerome. *Chronicle of the World.* White Plains, N.Y.: Longman, 1989. Important events in history are chronologically arranged and described in newspaper format in this book. Simultaneous events from around the world are covered. The articles in this book are useful in helping students to write their own newspaper stories. They give them a model for writing as if they were eyewitnesses to history.

*Burrell, Roy. *The Romans.* New York: Oxford University Press, 1991. Many students will find this a good source of information on a variety of topics, and the book could serve as a supplementary resource for researching assigned topics on Roman life. Clearly organized, the book's topics include Rome's origins, neighbors, daily life, religion and government, arenas, army, and its barbarian enemies. The book is one of the *REBUILDING THE PAST* series issued by this publisher. Teachers may want to preview one or two of the illustrations to determine the book's appropriateness for their classes.

***Calliope: World History Magazine for Young People*. Peterborough, N.H.: Cobblestone Publishing. Sixth-grade teachers will find *Calliope,* which is published five times a year, a substantive resource. Plays, biographical articles, word games, archaeology, and history are presented in practical and interesting ways. Issues are usually devoted to a particular theme, and the publisher will provide a list of the back issues available. Each issue contains maps and a time line. Though intended for students' use, some teachers may use the magazine for background information or as a source of ideas for lessons. For subscription information, contact Cobblestone Publishing, 30 Grove Street, Peterborough, NH 03458, telephone: (603) 924-7209.

Carewell, John, and others. *Splendors of the Past.* Washington, D.C.: National Geographic Society, 1981. This is a photographic study of seven ancient cities or groups of cities. Especially pertinent for this unit is the chapter on Pompeii.

Cerruti, James. "Down the Appian Way." *National Geographic,* 159 (June, 1981), 715-47. This travelogue describes the author's experiences as he travels the loop of the Old Appian Way from Rome to Brandisi and back. Events in history that might have been evident to the traveler of antiquity are also cited.

Cobblestone: A History Magazine for Young People. Peterborough, N.H.: Cobblestone Publishing. From time to time this magazine contains information that is valuable for preparing debates for the classroom. For subscription information, contact Cobblestone Publishing, 30 Grove Street, Peterborough, NH 03458, telephone: (603) 924-7209.

*Connolly, Peter. *The Legionary.* London: Oxford University Press. 1988. Connolly does a commendable job of making the Roman legion come alive with his illustrations and text. This source is especially useful when writing newspaper articles about the legion's conquests and for students' individual projects. See also this author's *Tiberius Maximus, The Cavalryman,* and *The Roman Fort* (Oxford University Press, 1988), which are colorful and well-narrated books that students will enjoy.

*Corbishley, Mike. *Ancient Rome. CULTURAL ATLAS FOR YOUNG PEOPLE* series. New York: Facts on File, 1989. A wonderfully illustrated students' resource, this book covers the history, geography, and ways of life in the empire. See also *The Roman World, HISTORY AS EVIDENCE* series (Warwick Press/Watts) by the same author.

*Coupe, Shana, and Barbara Scanlon. *History Begins: Ancient History for Junior Students.* White Plains, N.Y.: Longman Cheshire, 1986. This student textbook is rich with history, and its concepts are well illustrated with maps, drawings, and charts. Paperback copies are available.

**Dineen, Jacqueline. *The Romans. WORLDS OF THE PAST* series. New York: New Discovery Books (Macmillan), 1992. This is a valuable students' resource for projects on life in and the culture of ancient Rome.

Durant, Will. *Caesar and Christ: A History of Roman Civilization and of Christianity from Their Beginnings to A.D. 325. THE STORY OF CIVILIZATION* series. New York: Simon and Schuster, 1944. In one of a series of seven books, Durant presents a very readable cultural history of Rome from its origins through the rise of Christianity.

*Edersheim, Alfred. *Sketches of Jewish Social Life in the Days of Christ.* Various publishers and dates. This work of biblical and social history first appeared in the 1870s and became a standard reference over the years. Still useful as background reading for teachers, it has been reprinted numerous times, most recently as a paperback by Eerdmans Publishing Company of Grand Rapids, Michigan. Edersheim was an Austrian Christian scholar who worked and wrote in England during the nineteenth century. Customs, modes of thinking, teachings, and worship are discussed, taking the reader into the ordinary civil society of Palestine during the time of Jesus.

Europe at the Time of Greece and Rome. HISTORY OF THE WORLD series. Milwaukee: Raintree Publishers, 1989. This is an illustrated young people's history of Greece and Rome. The reading level is slightly difficult for students' independent use, but the maps and drawings provide good illustrations of important developments and concepts.

Everyday Life in Bible Times. Washington, D.C.: National Geographic Society, 1967. In the tradition of *National Geographic,* this book is a wonderful compendium of photographs, reproductions of artworks, and essays about the times of ancient Hebrews and early Christians. It is out of print but available in libraries. Teachers will need to make careful and judicious use of some of the illustrations.

Forman, Joan. *The Romans. PEOPLES OF THE PAST* series. Needham Heights, Mass.: Silver Burdett, 1975. Students enjoy looking through this well-illustrated study of the culture of ancient Rome. It is especially useful for students who are working on individual or group projects.

*Frenkel, Emily. *Aeneas: Vergil's Epic Retold for Young Readers.* Bristol, England: Bristol Classical Press, 1986. This young person's version of the *Aeneid* is appropriate for some sixth-grade readers. Portions of the story lend themselves to dramatization. It is available from the

American Classical League, Teaching Materials and Resource Center, Miami University, Oxford, OH 45056. It may be used in conjunction with *Augustan Age,* Volume 7, a title that is listed elsewhere in this resources section and is available from the same source.

Gore, Rick. "The Eternal Etruscans." *National Geographic,* 173 (June, 1988), 697-743. From the ninth century B.C., Etruscans had populated a large portion of Italy's west coast. Experienced metal workers, they exploited the mineral wealth of the area and competed with the Greeks for Mediterranean trade. This article highlights Etruscan archaeological sites and the wealth of information these sites have given us about these mysterious people. It is interesting to compare and contrast their sculpture with that of Greece and Rome.

Greece and Rome: Builders of Our World. Washington, D.C.: National Geographic Society, 1968. This book features many photographs in emphasizing the large building and public works projects of Rome and the empire.

Grun, Bernard. *The Timetable of History: A Horizontal Linkage of People and Events.* New York: Simon and Schuster (Touchstone), 1975. This is an invaluable resource for cross-referencing dates that relate to the following topics: history and politics; literature and theater; religion, philosophy, and learning; visual arts; music; science, technology, and growth; and daily life.

Hadas, Moses. *Imperial Rome. GREAT AGES OF MAN* series. Alexandria, Va.: Time-Life Books, 1965. The culture of the Roman Empire is seen through the text, maps, illustrations, and photographs of objects from antiquity that are included in this edition. See also the author's *A History of Rome from Its Origins to 529 A.D. as Told by the Roman Historians* (New York: Doubleday, 1956).

Hamey, L. A., and J. A. Hamey. *The Roman Engineers.* New York: Cambridge University Press, 1982. An outstanding resource for students working independently on research projects, this booklet provides an amazing amount of information about Roman public works.

Hamilton, Edith. *The Roman Way to Western Civilization.* New York: The New American Library, 1932. Hamilton has recreated the story of the Roman people through her selections and interpretations of Rome's authors, playwrights, and poets. This book and the author's *Mythology* are suggested as background reading for teachers.

**Harris, Jacqueline. *Science in Ancient Rome.* New York: Franklin Watts, 1988. Students enjoy this book for the information it gives about Roman engineering, sanitation, hydraulics, and shipping.

A History of Private Life: From Pagan Rome to Byzantium. Edited by Philippe Aries and Georges Duby. Cambridge, Mass.: Belknap Press, 1987. Suitable only for teachers, this book provides interesting detail about Roman families, parties, festivals, and religion.

Hohfelder, Robert L. "Herod the Great's City on the Sea: Caesarea Maritima." *National Geographic,* 171 (February, 1987), 261-79. The author and the illustrators of this article recreate the construction, operation, and daily life of one of the ancient Mediterranean's busiest harbors.

**James, Simon. *Eyewitness Books: Ancient Rome.* New York: Alfred A. Knopf, 1990. The high quality of its photographs and the artifacts displayed in this book make it an essential resource for students. The book practically brings a museum right into a child's hands. Chapters are arranged topically, with brief explanations of the pictured artifacts, which constitute the book's major appeal.

*Josephus, Flavius. *The Jewish War.* Grand Rapids, Mich.: Zondervan Publishing House, 1982. This edition of *The Jewish War* is well illustrated with full-color photographs, drawings, and maps of Jewish and Roman antiquity. This document is one of only a few sources that deal with a crucial period in Jewish history, one which saw the end of Jewish independence. The account begins in the second century B.C. and covers the period through A.D. 74. Several

publishers issue the complete works of Josephus under one cover. This is recommended as background reading for teachers.

Judge, Joseph. "On the Slope of Vesuvius: A Buried Roman Town Gives Up Its Dead." *National Geographic*, 162 (November, 1982), 687-92. This very short article includes several pictures of the excavations that took place at Hercu-lancum, an ancient Roman town that was destroyed when Mount Vesuvius erupted in A.D. 79.

*LaFay, Howard. "Where Jesus Walked." *National Geographic*, 132 (December, 1967), 739-81. Quotations from the gospels are used to distinguish between the sections of this lengthy photographic study of the lands where Jesus lived and taught. An accompanying article, "Eyewitness to War in the Holy Land," describes events of the early 1960s that were related to the Jewish-Arab conflict over disputed lands.

**The Legacy of Rome: A New Appraisal.* Edited by Richard Jenkyns. New York: Oxford University Press, 1991. This book is a collection of 15 scholarly essays in which the transmission and diffusion of Roman culture are discussed. The impact of the Eternal City is felt in every corner of Western civilization. Jenkyn's own essay (Chapter 1) and chapters devoted to law and art are suggested as priority readings for sixth-grade teachers. The book is a completely new third edition of the 1921 and 1981 versions and contains more recent scholarship and perspectives.

**The Life and Works of Flavius Josephus.* Edited by William Whiston. Philadelphia: John C. Winston, Co., 1957. Written during the first century A.D., this book is a primary source and an important historical resource to consult when working with biblical texts or studying this time period.

**Macaulay, David. *City: A Story of Roman Planning and Construction.* Boston: Houghton Mifflin, 1974. This extraordinary book, with engineering and architectural details intricately illustrated, tells the story of the building of a fictitious Roman city from the sewers to the temples. Many students are enthralled with it.

**McEvedy, Colin. *The Penguin Atlas of Ancient History.* New York: Penguin, 1986. Historical atlases are frequently helpful as background for teachers and for students' reference. This one is inexpensive and handy.

MacFarlane, Katherine. "The Roman Family: Legally and as It Really Was." *Social Education*, 43 (November-December, 1979), 551-54. MacFarlane describes the various roles within the family. In the same issue, see also "The Ancient Romans and Ourselves" by Paul Pascal, "Archaeology in Italy" by Paul MacKendrick, "Etruscan Studies" by Emeline Hill Richardson, "Roman History for the Secondary Schools" by John Jamison, and "Sources and Resources for Teaching About Ancient Italy" by John A. Dutra.

Massey, Michael. *Roman Religion. ASPECTS OF ROMAN LIFE* series. White Plains, N.Y.: Longman, 1979. This students' booklet imparts a clear understanding of the role of religious beliefs and ritual in the lives of the Roman people. Illustrations, questions, and activities are included.

A Message of Ancient Days. Boston: Houghton Mifflin, 1991. This is the state-adopted textbook for this sixth-grade study of ancient civilizations.

**Millard, Anne. *Welcome to Ancient Rome.* Usborne Publishing, 1987. This is a full-color guide that includes brief but informative overviews of all aspects of ancient Rome. A limited text accompanies the illustrations. The book is distributed by social studies supply houses.

**Mollet, David, and Joyce Mollet. *Ancient Civilizations: A Resource Packet*. Christchurch, New Zealand: Waldorf Education Resources, 1992. This resource packet contains ready-to-use, unbound printed material that is varied, simple, and appealing to students. The units are specifically coordinated with the *Framework*. The interactive strategies suggested are suitable

for independent, small-group, and whole-class assignments. For a descriptive brochure and price information, contact Waldorf Education Resources, 21150 Hawthorne, #106-220, Torrance, CA 90503.

*_Museum Puzzle-Picture Book of Life in Roman Times_. White Plains, N.Y.: Heritage Books (Longman), 1982. This slim paperback is especially useful as motivational material for some sixth graders. A companion booklet, _Museum Puzzle-Picture Book of the Roman Army_, features the same approach: picture puzzles that lead into an introduction to Roman tools, weapons, clothes, household goods, and vanity items. Both are obtainable from the American Classical League, Teaching Materials and Resource Center, Miami University, Oxford, OH 45056.

National Geographic Classical Bibliography. Compiled by Leslie Perkins. Oxford, Ohio: American Classical League, 1989. This annotated list is an invaluable tool for teachers who are researching _National Geographic_ articles that relate to the classical world. Articles are arranged in subject categories, including the Etruscans, the constellations, Byzantium, Alexander the Great, and many others. The booklet may be purchased from the American Classical League, Teaching Materials and Resource Center, Miami University, Oxford, OH 45056.

**Norden, Joyce C. _Imaginative Activities for Today's Student_. Oxford, Ohio: American Classical League, n.d. Developed by a classroom teacher _for_ classroom teachers, this handbook is practical and motivating in teaching Roman life and culture. Housing and furniture, cooking and dining, fashions, marriage and family life, schooling, recreation, aqueducts, and travel are all addressed through instructional and learning activities that can be adapted by teachers for their students. Spin-off activities are also suggested. The format is informal and handy. Order from American Classical League, Teaching Materials and Resource Center, Miami University, Oxford, OH 45056.

**Odijk, Pamela. _The Romans_. _THE ANCIENT WORLD_ series. Silver Burdett Press, 1989. Attractively formatted, this book has appeal for middle school students. Though in-depth information is not provided, it is sufficient to give youngsters solid impressions of ancient Rome. Attractive photographs are included.

Polland, Madeleine. _To Tell My People_. Fort Worth: Holt, Rinehart and Winston, n.d. Taken as a slave during the first Roman invasion of England, a young girl manages to return home to warn her people that resisting the Romans can bring them nothing but remorse. The book is out of print.

**Reece, Lyn. _Spindle Stories: World History Units for the Middle Grades, Book One_. Berkeley, Calif.: Women in the World, Curriculum Resource Project, 1990. This teachers' resource is a collection of world history units, each based on a tailor-made short story. In the unit entitled "Nothing Lasts Forever," everyday life in a Roman town, the role of women in religion and politics, the economic contributions of women, and the rights of women in ancient Rome are examined through the medium of the short story.

**Rutland, Jonathan. _See Inside a Roman Town_. New York: Warwick Press, 1986. Well illustrated, this book is interesting and provides useful information for research by individuals or groups.

Tacitus. _The Annals of Imperial Rome_. Translated by Michael Grant. New York: Penguin, 1986. This and other works by the Roman historian (circa A.D. 55-117) are suggested for teachers' reading and study. A vituperative account of the emperor Tiberius is followed by depictions of Caligula, Claudius, and Nero. Another volume by Tacitus, _The Histories_ (Penguin, 1972), is also available.

Tappan, Eva March. _Old World Hero Stories_. Boston: Houghton Mifflin, 1911. This book, the

source for the biographical sketch of Julius Caesar found in Appendix V-3, is out of print.

Time Frame 600-400 B.C.: A Soaring Spirit. Alexandria, Va.: Time-Life Books, 1987. Chapter three in this book chronicles the story of Rome from Romulus and Remus to its sacking by the Celts. A wonderful picture essay, "Creating an Ideal Beauty," displays the many genres of Roman art. See also *Time Frame 400 B.C.-A.D. 200: Empires Ascendant* and *Time Frame A.D. 200-600: Empires Besieged.*

Virgil. *The Aeneid.* Translated by Robert Fitzgerald. New York: Vintage Books (Random House), 1983. One of the enduring, longest, and most difficult epics, the *Aeneid* is listed here for its literary and cultural importance. Worth study by teachers, the epic has been retold in simplified prose by Emily Frenkel, whose retelling is described elsewhere in this section. The epic not only incorporates Greek legends but also sounds themes of restoration and revival. *Augustan Age,* another entry in this section, identifies background materials for both the original and Frenkel versions. It was developed by teachers at an institute sponsored by the National Endowment for the Humanities.

*Walworth, Nancy. *Augustus Caesar.* New York: Chelsea House, 1989. This new biography of Augustus is full and rich with content. Pictures related to Roman antiquity add to its appeal. The reading level is best suited for somewhat older students.

Wilkes, John. *The Roman Army.* Minneapolis: Lerner Publications, 1977. This book is useful for studying the Roman legions.

Windrow, Martin. *The Roman Legionary.* New York: Watts, 1986. Colored drawings enhance the concise text in this book and give readers a picture of the Roman soldier's life. It is an especially useful source when students are working on newspaper articles about military events or when they are doing individual research on related topics.

Winterfeld, Henry. *Detectives in Togas.* San Diego: Harcourt Brace Jovanovich, 1956. This original and humorous detective story neatly combines ancient Roman history, middle school viewpoint, and suspense. Three Roman boys set out to solve a crime that has political implications. The novel is issued in the publisher's *ODYSSEY CLASSIC* paperback series and is worth consideration for English-language arts correlation. A sequel, *Mystery of the Roman Ransom,* is also available from the same publisher.

Visual and Performing Arts Resources for the Unit

Art and Architecture of Ancient Rome. Boulder, Colo.: Alarion, n.d. In these two sound filmstrips, the focus is on Roman sculpture, painting, pottery, and architecture as a means for teaching the history and culture of ancient Rome. The filmstrips were made especially for children in the middle grades and include a discussion of the various styles of Roman art and architecture.

Art Through the Ages. Weymouth, Mass.: Universal Color Slide Company, n.d. Unit 1, "Prehistoric Through 17th Century." This resource includes a large number of slides that show classical sculpture and architecture. Slides can be purchased separately from Universal Color Slide Company, 1221 Main Street, Suite 293, Weymouth, MA 02190, telephone: (800) 326-1367. A list of the slides contained in the 600-slide unit is available.

Cullum, Albert. *Greek Tears and Roman Laughter.* New York: Citation Press (Scholastic, Inc.), 1970. Scholastic, Inc., is reissuing this anthology of classroom plays, which can be useful also in Unit III. Plays of Sophocles, Euripides, Aeschylus, and Plautus are adapted in this collection for use in the middle grades and may be used for stage productions or readers' theater

presentations.

de la Croix, Horst, and Richard G. Tansey. *Gardner's Art Through the Ages.* New York: Harcourt, Brace and World, 1970. An excellent resource for the interpretation of art history, this book is frequently updated.

Discover Art, Grade 6. Davis Publications, 1987. Previously cited in the resources section of earlier units, this sixth-grade textbook includes one lesson on ancient Roman portraits and another that compares ancient and modern buildings.

Glubok, Shirley. *The Art of Ancient Rome.* New York: Athenum, 1963. In this book, written especially for young people, mosaics, murals, portraits, statuary, buildings, and monuments are examined in terms of their style, components, and historicity.

Janson, H. W. *History of Art: A Survey of the Major Visual Arts from the Dawn of History to the Present Day.* Englewood Cliffs, N.J.: Prentice Hall, 1967; and New York: Harry N. Abrams, 1986. This standard textbook on art history is extremely useful and is frequently updated. It is a good source of pictures of visual art from antiquity. See also *History of Art for Young People* by the same author.

Musique de la Grece Antique, Atrium Musicae de Madrid, Gregorio Paniagua. Harmonia Mundi, France (HM 1015), 1978. This hard-to-find recording contains a performance of the only surviving musical fragment from Rome: four mutilated measures from a vocal work, with words by Terence. The fragment is sung to the accompaniment of a psalterium. University music libraries are most likely to have the recording available, and large public libraries list it from time to time. Librarians may be able to suggest newer, similar recordings as they become available. Large record stores sometimes stock ancient or early music in their classical sections.

Purdy, Susan. *Ancient Rome.* New York: Watts, 1982. Briefly describing ancient Rome, this book's real asset is the directions it gives for making simulated Roman artifacts. It is extremely useful for students' individual projects.

Ragans, Rosalind, and Jane Rhoades. *Understanding Art.* Mission Hills, Calif.: Glencoe (Macmillan), 1992. This textbook provides a lesson on the art of ancient Rome, including its culture, architecture, and sculpture. The lesson focuses on making a model of a Roman triumphal arch.

Ricks, Patsy. *Roman Painting: Reflection of the Glory and the Dream.* Oxford, Ohio: American Classical League, 1990. An informal but informative manual, this work describes colors, styles, and subjects of Roman painting and suggests writing and art activities as well. A videocassette to accompany the book is also available. Both are interesting resources for teachers and may be obtained from the American Classical League, Teaching Materials and Resource Center, Miami University, Oxford, OH 45056.

Sachs, Curt. *The Rise of Music in the Ancient World, East and West.* New York: W. W. Norton, 1943. Though out of print, this book is obtainable through libraries. Sachs's *World History of the Dance* and *The History of Musical Instruments* are also useful for their topics.

Shorewood Fine Art Reproductions, Inc. An art print that is pertinent to the study of Rome, *The Return of the Body of Meleager to Kalydon,* is sold by this firm. The print shows the front of a sarcophagus and is from Rome's late Severan period. Order from Shorewood Fine Art Reproductions, Inc., 27 Glen Road, Sandy Hook, CT 06482.

Strong, Donald. *The Classical World. LANDMARKS OF THE WORLD'S ART* series. New York: McGraw-Hill, 1965. Many color and black-and-white plates with narrative text tell the story of classical painting, architecture, sculpture, mosaics, jewelry, and pottery in this book. It is currently out of print.

Symons, David J. *Costume of Ancient Rome. COSTUME REFERENCE* series. New York: Chelsea

House Publishers, 1987. This wonderful book displays the dress of the Etruscans, early Romans, and later Romans, as well as military dress, hair fashions, and accessories, in drawings rendered from primary sources. An introduction provides information about the technology used in making clothing and describes the textiles and colors that were popular during the period.

Appendix V-1

The Story of Firmus

By 146 B.C., Rome had gained a great empire. Greece and Macedonia were under Roman control. Most of the land along the northern shores of the Mediterranean was Roman. Spain had been won from Carthage. Asia Minor and the shores of the Adriatic Sea were Roman. Even Egypt found it wise to become an ally of Rome.

Most Romans did not want to gain an empire by conquest. They thought they had been fighting to defend Rome. Yet, in defending it, they had gained much territory. This new territory brought new wealth. It brought new ways of doing things. Many of the "old Romans" were alarmed. They still believed in the old ways. They hated to see new riches tempting people away from the old ways. "This is wrong," said the old Romans. "Go back to the old ways. Forget about foreign conquests and empires. Our ancestors made Rome a republic. Let it stay that way!"

The new Romans paid no attention. They were enjoying the new wealth and luxury. "Why be poor and simple when we can be rich and comfortable?" they asked. "Rome is strong and powerful. It is Rome's destiny to rule the world!"

The new wealth of the Romans caused great changes. Most of this new wealth went to a few patrician families. The gap between rich people and poor people grew larger. The wealthy people could buy many luxuries that came from different parts of the world. That took work away from local Roman tradespeople. So the traders became a little poorer. The biggest change was in farming. Hannibal's army had destroyed many small farms.

Thousands of farmers had left their lands to fight in the army. Wealthy landowners bought these empty farms. They added them to the land they already owned.

During the Punic Wars, many enemies were taken prisoner. Most of them became slaves. Some of them worked on the estates of rich landowners. Some worked in the towns. Free workers could not compete with slaves whose labors were not compensated. As a result, thousands of workers suffered. They were left without land, without work, and without money. What happened to them?

Firmus, A Citizen of the Later Roman Republic

Firmus is an "old Roman." He likes things to be neat and simple. He works hard. He believes in discipline and duty. All he wants is a good family and his little farm. Firmus was born on the family farm. Like many other farmers, he expected to spend his whole life on the farm.

Suddenly, however, Firmus had no farm. He had been a loyal Roman. He had gone off willingly to fight Carthage. When he returned, he found his farm in ruins. The olive trees and vines had been burned. Everything needed repair. His family could hardly grow enough food to live on. Where could they get money for new tools? Firmus was forced to sell the little farm.

- Where would a farmer like Firmus go? Would it be easy for him to find work and housing in the country? How would slave labor hurt his chances of finding work in the country?
- How might a person like Firmus feel about Rome? Would he feel as glad to be a Roman as he had before?

Firmus took his family to the city of Rome. He thought they could find work there. He soon saw that things in Rome were no better. In fact, they were much worse! He and his family had to share a dirty, crowded house with other families. Each family had to live in one room.

Firmus spent weeks looking for work. Finally he found a job. He became a helper to the neighborhood baker. Firmus was luckier than many of his friends. They had to live on grain handed out by the

government.

The baker is not much better off than Firmus. He now makes only cheap, coarse bread. That is all he can sell. Only poor people come into his shop. Rich people, who used to buy his bread, now have slaves to bake for them.

Firmus and his family hate their crowded house. They spend as little time there as possible. They are like thousands of poor Romans. They spend much time in the streets and marketplaces. They are bored, restless, and unhappy. They look forward to the frequent holidays. They look forward to the races and wrestling, the plays and parades. The government also arranges cruel, bloody fights to entertain the poor people. It is an unhappy way of life. It is very different from life on the farm. Firmus has lost his independence. He does not feel like a free Roman citizen.

- How might life in the city change a poor Roman family? Would a large family be able to stay together as in the old days?
- How might changes in the family change Roman ideas? Consider what discipline, authority, and obedience meant to the Romans.
- What might happen if the poor people in Rome got too bored and restless?
- Do some people in our big cities in America have problems like those of Firmus? Explain.

The Forum is the great public meeting place of Rome. Poor men like Firmus gather there to hear the latest news. They exchange gossip and jokes. They listen to politicians speak. They argue about this magistrate or that. Most often, however, they talk about their own problems.

"What we need is land," says Firmus. "Our ancestors lived on the land. They led good, simple lives. They never had time to be bored."

"I agree with you," says Balbus, the butcher's helper. "But where can we get land? Can you afford to buy any? Can I? Can we find some rich person to sell us any? Half the people in Rome can't even buy bread! How can they buy land?"

Firmus frowns and scratches his head. "Well, all the same, that's what we need. Why *can't* we have land? I fought for Rome. So did you, Balbus. Is this how Rome pays us back? There are so many rich people in this city! They eat dates from Africa. They wear fine purple robes. Why can't I have just a piece of land and a little house? Who wants to live in this noisy city? I want to go back to the old ways."

Tyranny and Civil War

Thousands of people like Firmus came to Rome. Year by year, they grew more unhappy. Many Romans were losing faith in their government. The wealthy patricians owned most of the land. They even controlled most of the public lands. Poor Romans needed money badly. The wealthy could afford to pay them for their votes. That is how many wealthy men got themselves elected to office. As time went on, a man could not be elected unless he could pay for votes. Once wealthy men were in office, they seldom cared about helping the poor.

The poor people did have representatives of their own. These representatives were the tribunes. Some tribunes worked to meet the needs of the poor people. However, the tribunes did not manage to satisfy all the demands of the poor people. The old Roman respect for law broke down. Riots and street fighting occurred more and more often. Rome experienced nearly a century of unrest and bloodshed.

- What does a person need to buy votes? Does this make the person a good official once he or she is in office?
- What do you think of the citizens who sold their votes? Were they helping or hurting themselves? Explain.
- How would vote-buying affect a democracy? Would poor Romans still respect their leaders and laws?
- Two tribunes were murdered when law and order broke down. They were brothers called Gracchus. Find out more about them. Why were they killed?

The veterans, or men who had fought in Rome's wars, were expecially bitter. They wanted some kind of rewardpower or money for having fought. They were willing to follow anyone who promised them something. A leader came forward. His name was Marius. Marius was a military man. The veterans trusted

him. He was elected consul in 107 B.C. At the end of a year, Marius refused to step down. In fact, he was reelected seven times. The old laws were breaking down! Marius soon became a powerful military dictator. The Senate was afraid of his army. The senators did not wish to quarrel with him.

Before long, another powerful general arose. He challenged Marius. His name was Sulla. In 88 B.C., civil war began. Similar wars kept breaking out, off and on, for the next 60 years. Strong military leaders fought one another. Thousands were killed in street fighting. Thousands more were put to death. The Senate no longer had any real power. The senators simply tried to back the strongest man. So did the Roman people. They followed one man after another. Law and order had broken down.

- What could the Roman people have done to defy a Marius or a Sulla? Could they have voted him out of office?
- What kind of ruler is a *military dictator?* Could the laws protect the ordinary citizens from the wishes of such a ruler? Explain.
- Would a general in the United States be able to march on Washington, D.C., and take over the country? Explain.
- What does the protection of law mean in your daily life?

Appendix V-3

Julius Caesar, The First Emperor of Rome

When Julius Caesar was a young man, he was captured by pirates. He sent his servants to collect money for his ransom, and then he set to work to make merry with his captors. When he was tired, he told them to keep quiet and let him sleep. When he wanted to be amused, he told them to dance and entertain himand the strange part of it is that they obeyed. He composed verses and orations and ordered the pirates to listen to them. They did not know what to make of either him or his verses, and he berated them for their stupidity. "You don't know poetry when you hear it," he said. "You think you can scoff at my verses and orations because I am your prisoner. I'll take you prisoners someday, and then you shall have your pay." "What will it be?" they demanded with shouts of laughter. "I'll crucify every one of you," he replied quietly. Not so very long after this, he kept his word; but the Romans laughed at him for being so tenderhearted as to have their throats cut before they were crucified.

A few years later, Caesar was made governor of Spain. As a general thing, when a man became governor of a province, his chief aim was to get as much money from the provincials as possible; but Caesar behaved as if he were really interested in the people and wanted to help them. He completed the conquest of Spain, and he straightened out the financial affairs of the province. Then he returned to Rome. The people's party made him consul; but the nobles succeeded in electing one of their own party to be the second consul. Caesar was so much stronger than this second consul that the jokers of the time used to date their papers, "In the consulship of Julius and Caesar."

There were now in Rome three men of power: Crassus, who was enormously rich; Pompey, who had long been a successful general; and Caesar, who had not yet accomplished so very much, but who had the power to make people believe that he could do whatever he chose to undertake. These three men, the First Triumvirate, as they are called, bargained together to help one another and divide the Roman world among them.

Caesar's share in this division was Gaul, the present France, and he set out to conquer the country. Before long, wonderful stories came back to Rome of great victories and the capture of thousands of prisoners. Trees were cut down in the forests, and in a few days they had been made into complicated bridges. Great chiefs yielded and cities surrendered. There were tales of forced marches, of sudden surprises, of vast amounts of booty, and of a mysterious land across the water to the northwest. It was called Britain, and tin was brought from there, but no one knew much about Britain, not even whether it was an island or not. By and by, Caesar visited this Britain. He wrote a book about the country and his conquests there and about his campaigns in Gaul. It is called his *Commentaries,* and is so simple and concise that it is considered a model of military description.

The Triumvirate had agreed that Pompey should give up his command in Spain and Caesar his command in Gaul at the same time; but Pompey remained near Rome, and he induced the senate to allow him to continue as governor of Spain for five years longer. Then Caesar was aroused. At the end of the five years, he would be only a private citizen, while Pompey would be commander of a great army. Crassus was dead. "Either decree that Pompey and I shall give up our provinces at the same time, or allow me to stand for the consulship before I enter Rome," Caesar urged. The Senate refused and, moreover, threatened two magistratescalled tribunes of the peoplewho stood by Caesar. They fled to his camp on the farther side of the little river Rubicon.

It was a law in Rome that any Roman general who brought his army across the Rubicon should be regarded as an enemy to his country. Caesar could declare now, however, that he was coming, not as an enemy, but to defend the people and their tribunes against Pompey and the nobles. It is said that he hesitated, then exclaimed, "The die is cast," and plunged into the river, followed by his army.

Pompey fled. Caesar made himself master of Italy and then pursued Pompey. At Pharsalus in Thessaly a great battle was fought, and Caesar won. Pompey fled to Egypt for protection; but the Egyptian

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councilors were afraid of Caesar and killed the fugitive. Caesar returned to Rome the ruler of the world. He had a magnificent triumph, and he gave the people feasts and money and combats of wild beasts, their favorite amusement. The senators were thoroughly humbled. They made him dictator for life; they changed the name of his birth-month from Quintilis (fifth) to Julius (July); they stamped their money with his image; they even dedicated temples and altars to him as to a god.

Caesar's head was not turned by this flattery, but the heads of those who had opposed him were almost turned with astonishment and relief. Some years before this, one general named Marius and then another named Sulla had held sole rule in Rome, and each of them had put to death some thousands of the people who had been against him. The Romans supposed that Caesar would behave in the same way; but he made no attempt to revenge himself. Indeed, his only thought seemed to be to do what was best for Rome. He made just laws for rich and poor, and was especially thoughtful of the good of the provincials. He planned to collect a great library, to put up magnificent temples and other public buildings, to rebuild Carthage, to make a road along the Apennines, and to drain the Pontine Marshes, which were near the city.

Caesar ruled nobly, but a plot was formed against him. The chief conspirators were Cassius and Brutus. Cassius was envious of his great power; Brutus believed that if Caesar were slain, the old forms of government would be restored and Rome would again be a republic. These men pressed about Caesar in the Senate house as if they wished to present him a petition. At a signal, they drew their swords. Caesar defended himself for a moment; then he saw among them the face of Brutus, the one to whom he had shown every favor and to whom he had given a sincere affection. He cried, "And you, too, my son?" drew his robe over his face, and fell dead.

It was the custom for an oration to be delivered at a funeral, and the conspirators very unwisely permitted Caesar's friend Antony to speak at his funeral. He also read Caesar's will, in which he had left a gift of money to every citizen and had been especially generous to some of the very men who had become his murderers. The people were aroused to such a pitch of fury that the assassins were glad to flee from the city. The Senate appointed Antony to see that the will was carried out, and they agreed to accept as ruler a grandnephew of Caesar whom he had named as his successor. This grandnephew was a young man named Octavianus, who afterwards became the emperor Augustus.

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